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Journal of EDUCATION

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April 25, 1927

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

To Our New Readers

TO THE many new readers who, in recent weeks, have joined the Journal's great family of progressive educators, the editors extend this word of cordial greeting.

New friends, some one has well said, are good materials from which to make old friends. And certainly the Journal of Education hopes to have the satisfaction of keeping these new friends until they can be transformed into friends of long and happy association.

Perhaps this much of warning should be given to those who have so lately become tasters at this table. "Once a reader, always a reader" has been the fate of many. No doubt there are worse fates. The Journal habit is one which is somewhat peculiar in that it keeps its victims out of ruts, instead of putting them deeper and deeper into those deadening grooves.

However, when all's said and done, the proof of the pudding is in the eating. May the Journal agree with its newly arrived readers so that they shall, in the main, approve of it. If at any time it disagrees—or if the reader disagrees with the Journal—by all means write and say so. Editors and contributors should be far from thinking themselves infallible. If they seem mistakenly to take that attitude, it becomes the reader's bounden duty in the name of truth to set them right. This, then, is the Journal's invitation to you to do so as often as the occasion warrants.

President Gwinn

ONE of the significant features of the meeting next February is the experience and personality of President J. M. Gwinn, superintendent of San Francisco. A native of Missouri, a graduate of the first of its State Normal Schools, and a member of its faculty for several years, he became superintendent of New Orleans, and gave that city a first-class highly standardized city system. In San Francisco he is the first superintendent not

elected on a partisan political ticket, and the educational transformation is greater than has ever been that of any other city in the country. He is a born organizer, sane and courageous, with a personality peculiarly adapted to the opportunities which the Boston meeting will provide.

Evansville, Indiana, continues to maintain its leadership. It has a schedule of one hundred per cent. teachers, and their salaries will all be raised as much as can be with an extra $75,000 devoted to that purpose. There will hereafter be no sex discrimination in salaries. Each year five teachers will go on leave with $1,000 for study, travel, or rest.

Rural Life at the Cross Roads

MACY CAMPBELL, Iowa, State Teachers College, Cedar Falls, has made the most broad gauge study of rural life problems of any one directly engaged in school work, and his "Rural Life at the Cross Roads" (Ginn and Company) is the most heroic treatment of these problems that has been published. He has the latest word, but whether or not it is the last word remains to be seen.

Macy Campbell has dared to drop emphasis upon all modernism in rural school professonalism. He no longer quarrels with those who think the solution of country life problems is in standardized one-room schools, in the consolidation of country schools, or in having rural teachers appropriately degreed by institutions.

Macy Campbell thinks in the largest units of any writer on country life problems. He is not fettered by the one-time slogan that he who makes two blades of grass grow where one grew before is the world's chief benefactor. He is the first schoolman or woman to realize that two hundred bushels of wheat are no luxury if there is no market for half of them.

No one has done a better job than Macy Campbell when he talks of "adequate" schools, an entirely new word in the vocabulary of country life discussion. He does not start off with the country school. There is no puttering or fluttering in the classroom. He has no pet psychology or premium pedagogy. He studies the farm and the farmer, the land owner and farm renter, the farm tools and their makers, and after he thinks he knows these real problems he dares to demand schools that are adequate to meet these collossal requirements.

The most interesting and important problem is the attitude of specialists with pedagogical paregoric and psychological liniments toward the length and breadth, height and depth of Macy Campbell's study of country life conditions.

It is not at all certain that co-operative marketing is the panacea for the farmer's ills, but it is certain that nothing adequate has hitherto been discovered or invented, and it is equally certain that there will be no solution of these problems that does not solve the problem of marketing the labor of the farm and the skill of the teachers.

What Is Your Professional I. Q.?

Answers on Page 470

11. Of what university was James Russell Lowell professor?
12. Who wrote "A rose to the living is more than sumptuous wreaths to the dead"?
13. Who was the creator and is now principal of Denver Opportunity School?
14. Who is president of the University of Chicago, and from what place did he come?
15. Who is Edward J. Tobin?
16. In what educational work is Raphael Herman greatly interested?
17. Who was the originator of the Red Cross?
18. Who followed William McAndrew as president of Department of Superintendence?
19. Who publish Webster's International Dictionary?
20. Of what paper is John H. Finley one of the editors?

Butler and Borah Debate

IT WAS a rare privilege to hear Dr. Nicholas Murray Butler and Senator William E. Borah in a famous debate in Symphony Hall, Boston, on April 8. The debate was brilliant, serious oratory. Neither was sarcastic, neither for a single sentence dropped from the high plane of masterfulness. There was no sentence, no phrase which any opponent could wish had not been uttered. We have heard many public debates but never one as dignified, as serious, as sincere, as manly every minute as was the Butler-Borah debate.

We quote from E. E. Whiting in the Boston Herald of April 9:—

"Butler is sixty-five, and Borah sixty-one years of age. Butler weighs 205 pounds, and Borah 200. In the sixty minutes Dr. Butler used 78,496 words. In the hour Senator Borah used 69,319 words. Senator Borah has held public office nineteen years. Dr. Butler none. Senator Borah has one college degree, Dr. Butler has twenty-nine. In apparel Borah was careless, Dr. Butler flawless. The contrast between these two was notable. Dr. Butler in dinner coat, stiff white shirt front, smooth, well-groomed, polished, with white-gold glasses; suave, persuasive, eager, very civilized. Mr. Borah in business suit, sober tie, rugged, lion-like, roughly finished, intense, at times dramatic, always desperately earnest. Dr. Butler eastern, sophisticated; Mr. Borah western, mercilessly direct. Dr. Butler's gestures are easy, graceful, with an appeal of invitation. Mr. Borah's are at times almost an assault. Dr. Butler eases his arguments across; Mr. Borah hurls them. You receive the words of Butler; you are jostled by those of Borah,"

Personally we have heard Dr. Butler many times, Senator Borah a few times. We have never heard either of them as masterful as in this debate.

Read George Emerson's letter in our Mail Bag this week. He'll help you plan for Seattle.

"Higher Salaries, Better Teachers"

THE New York World on March 18 had an important editorial on "Higher Salaries, Better Teachers." New York City proposes an increase of $14,000,000 a year in the salaries of teachers, school officials, janitors, clerks, and others in city educational service. This important proposition is the recommendation of a committee appointed by Mayor Walker and Chairman Ryan of the City Board of Education,

"In recommending these increases the committee on teachers' salaries declares that they are neither an adjustment to the cost of living increase nor a gratuity. The committee finds that the increased cost of living has decreased since 1920, when the teachers last secured legislation increasing salaries, and that there are few positions out of teaching that would offer a better inducement to teachers than the salaries they now receive.

"It justifies the increased cost by the need for increasing efficiency, collected evidence having shown that the schools are not attracting the best teaching material from high schools and colleges. To accomplish this it proposes a new basis of paying teachers by making qualifications a factor in regulation of pay. It provides a qualifying examination for teachers in the lower grades, the passing of which, together with a college degree, would enable them to obtain the maximum pay of teachers in the higher grades. This plan, it is suggested, will hold in the service of the younger children some of the best teachers who would otherwise be lured into the upper grade classes or into high schools.

"Teachers are paid according to preparation and qualifications and efficiency rather than according to the grade of class or the age of pupils taught.

"For the higher positions in the Department of Education large increases are provided. The pay of high school principals and district superintendents is raised to $10,000, examiners and training school principals to $11,000, associate superintendents to $12,500, the superintendent of schools from $20,000 to $25,000, and the presidents of the city's free colleges from $12,500 to $18,000.

"These salaries, which will be far in advance of rates paid in similar positions in any other school systems or colleges in the country, are justified by the committee by the statement that it believes the compensation should be adequate 'to attract the best trained and most experienced educators not only in New York City but also throughout the country.'

"Only that result can warrant the cost. Only close and expert watching can determine how far the hope is going to be realized."

Lexington-Dallas Flags

AN IMPORTANT feature of Dr. Condon's Texas meeting was the display of the most complete set of American flags in existence, it is thought. These flags were collected and are owned by the town of Lexington, Massachusetts. Dr. Condon knew of these flags, and asked Mr. Shankland to secure them for the Dallas meeting, and Mr. Shankland, in turn, sought the influence of certain officials in Massachusetts, but to no purpose. The flags had never been exposed to the dangers of travel, had not even been loaned to any nearby city in New England.

The flags were the flags purchased by the town of Lexington, Massachusetts, for the April 19 celebration, 1925. It has been rather a strict rule of the selectmen that these flags should not be loaned for any outside of town occasions; however, after they had been consulted twice relative to the merits of loaning the flags to the Dallas convention they voted to have them used on this occasion.

Then Dr. Condon tried his magic persuasiveness on the Lexington officials, and the flags were waving in Texas for a whole week, after which they were safely returned to Lexington.

Belding's Page

A FORWARD-LOOKING CITY

SCHOOL authorities in Minneapolis have been taking inventory of their buildings and other physical equipment. They find that the city owns a $21,000,000 plant. If all the buildings were put together into one, it would be forty times as large as the eighteen-story First National-Soo Line building, the tallest structure in Minneapolis. The average resident of any city would be surprised if he were given a corresponding comparison between the combined schools and some great factory or office building in his own community.

The value of all the Minneapolis school property represents an investment of $40 by each resident. That, too, is a graphic way of presenting the magnitude of the educational business. These and other related facts have been put forth in pamphlet form by George F. Womrath, business superintendent of Minneapolis.

Mr. Womrath emphasizes the low maintenance costs which have been attained by the operators of this huge plant. He further states that the buildings are made to stand for 150 years—and that sites have been secured for all the schools that will ever be required. The future may have something different to say on these points. But Minneapolis deserves great credit for its policy of looking ahead and providing for every anticipated need.

DISCORDANT NOTES OF DUTY

THE world is so full of a number of things, all going on at the same time and all demanding attention, that it is no wonder people are distracted. The young person with a conscience—and many young people have that inward monitor, inconveniently active at times—is likely to be overwhelmed and discouraged by what seems to be a conflict of duties. Older folks may have thought matters through to the only logical conclusion, that there is no such thing as a conflict of duties—that one duty is for the moment paramount to all others. Youth may perceive this truth in the abstract. But what is youth to do when—for example—several teachers are demanding an unusual amount of lesson preparation on the same evening, and—let us say—one's minister, or scout leader, or Sunday school teacher has scheduled an affair of some sort for that same short evening?

Suppose we leave out of account the outside influences, exerted by those who imagine an occasional exception doesn't matter, and consider the conflicting demands of teachers. How is the student to decide which of these demands are paramount?

A teacher whose watchword is courtesy and fairness was remarking, the other day, that she didn't see how some of her colleagues got away with making the pupil feel he must do their lessons no matter what happened. Teachers who do that have an overpowering personality, a sort of hypnotic quality. While this is undoubtedly an asset, it readily becomes an implement of selfishness and egotism. The pupil is not helped by discovering that his teachers are engaged in a greedy contest to see which can grab the largest portion of his time and energy for their particular studies.

Moderation and a sense of proportion are essential to the equipment of the well-rounded teacher.

A WANING ART

WE MAY as well face the truth: Desk carving is rapidly becoming a lost art. Those masterpieces of decorative creation which embellished school furniture of an earlier day are rarely discovered in this present age. In order to find such productions one must visit a very old schoolhouse, or one which is poorly cared for.

I may be wrong, but I attribute the disappearance of desk carving and pen and ink ornamentation to the finely polished desks which are a regular part of modern school equipment. There is very little temptation to mutilate an attractive-looking piece of furniture. Something of the pride of the one who designed and made it is passed along to the juvenile user of it. A product which appears to be complete and pleasing to the eye obviously needs no works of art added by the pupil.

And yet—there are pupils who seem insensitive to high polish and the perfection of design. They start to improve—to paint the lily, as 'twere. And right then and there is the time to discourage their art.

Wise are the custodians of school property who nip vandalism in the bud by urging the detection and penalizing of the offender—and who then proceed to refinish the piece of furniture so that there will be no tendency for the process of erosion to continue.

Anson W. Belding

Associate Editor.

The Ideal of My Administration

By GEORGE HOWARD

County Superintendent, Rowan County, Salisbury, N. C.

ABOUT fifty years ago a pastor in a little Southern town led his flock in the establishment of a home for orphans. Under his leadership a charter was drawn up which embodied, among other things, some revolutionary principles. For instance, it stated that this institution would receive children without legal commitment. As startling as were some of these innovations, the most fundamental and far-reaching phrase of the whole document is found in the setting forth of the purpose of the institution, or the policy that should determine its future. With a heart and soul aflame, and a vision that was almost inspired, this purpose and policy were established in clear and unmistakable words: "This institution shall be run for the benefit of the children that are in it."

A few short months ago the children that had gone out from this institution gathered from all parts to celebrate the fiftieth anniversary of the founding of this home. Their interest centred in the unveiling of a monument, a beautiful shaft of granite, erected by their own labors and sacrifices, to the man who placed the children above all else. And when the veils were drawn aside there were only two words inscribed on the shaft, and these were: "The Child."

Many interests have made apparently strong claims to major consideration in determining educational policies. Personal interest, greed, selfishness, prejudice, and envy have pressed their claims persistently. Political interests have toyed with schools, and the moneyed interests have yelled "taxes" until the cry of the child could not be heard above the uproar. These claims have been weighed in the balance of enlightened public opinion, and have been found wanting. One after another of these false banners has been torn down and America today is marching as never before under a banner upon which is inscribed in letters of gold, "The Child." The public schools move forward only when policies, purposes and administration are determined and tested by one criterion: "Is this for the benefit of the children?"

A Legislative Commission in a progressive state unanimously finds "that there is room for the state to do much to improve the organization and administration of its school system, to improve the quality of teaching and the calibre of teachers, and to enrich the offering of its curriculum. In studying the possibilities of making improvement in these respects the Commission has come face to face with the fact that all of them are really conditioned on the lengthening of the minimum school term first." And yet, seven of the twelve members of this Commission turned a deaf ear to this urgent plea of childhood by saying that "there are two practical difficulties in the way of providing a minimum school term of eight months; namely, the need for the labor of children of compulsory age during a part of the school year, and the additional financial burden of the eight-months' term."

A few patrons, realizing the meagre high school opportunities offered their children in their small community, petitioned the County Board of Education to provide transportation facilities for the secondary school students to an efficient, well-equipped school just six miles distant. The community became agitated and those opposing such a scheme lost no time in bringing all the pressure possible upon the board to prevent them from carrying out the request. Meetings were held, petitions were signed, and delegations appeared before the board. Every objection, real and imaginable, was offered.

> "This is the ideal of my administration. To administer the schools for the benefit of the children. This to me means to offer to every child the broadest interest and fullest curriculum that skill and scientific research can devise, to develop such skill that the boys and girls can obtain economically those higher and better things which they are led, through the school, to desire; to select leaders and teachers solely upon their ability to teach children, and make their lives brighter and fuller; to be able to judge and decide every question of administration, including the financial ones, by one criterion,—'Is this for the benefit of the children?'"

The board considered the matter carefully, and asked: "Is this for the benefit of the children?" There could be but one answer. The children won.

The superintendent was meeting with the school committee for the election of teachers.

"We have about decided," the committee says, "to elect Miss Smith for primary teacher. She ain't had so much schooling, but she's had enough for the lower grades. We have got to have an election for a new building soon, and her father can kill it if he gets against it."

"But do you think Miss Smith will make a good teacher of children?" the superintendent asked.

"Well, she is a fine community worker, and helps a lot in our church—why, she will play the organ down there for us."

"But do you think she will be a good teacher?"

"Another thing about this. You know how hard it is to get anyone to board the teacher. Well, of course, being right here at home, we won't have to worry about that."

"Everything that you say may be true," the superintendent replied, "and we need teachers who will take a lead in the worthwhile things in the community, but she will have next winter a group of forty children, and what she does with them is vastly more important than what she does in the community. The selection of your teacher should never depend upon political pull, social prestige, or church affiliations, but only upon one consideration: 'Is the selection of this teacher for the benefit of the children?'"

This committee had wisdom and judgment enough to select another teacher. Again the children won.

A County Board of Education, in a most progressive county, was faced with the responsibility of selecting a county superintendent. The leaders of the majority political party of the county lined up behind a man who had no other qualification for the position except that he had been a good party politician. The County Board of Education themselves were elected by this political party. Every influence within the command of the political leaders, and they were many, was brought to bear upon the Board of Education. Political appeals were offered, and sentiment was appealed to in order to force the election of a local man.

The Board of Education decided that this matter could only be determined in one way and that way was through the child. They carried on a careful investigation and search for the man that they thought would, through his leadership and ability, bring the most benefit to the children of the county. They found him as superintendent of a large city school system. They brought him to the county and their wisdom has been justified in the fact that this county today has one of the most outstanding school systems in the nation.

The little two-room schoolhouse was crowded to overflowing. A meeting had been called in the interest of consolidation. The superintendent in a clear, simple and convincing way had made an appeal for a better opportunity for the boys and girls. He had shown clearly the advantages that would be received by the co-operation of several school districts, and had pointed out the advantages that could be expected in the way of better teachers, better organization, longer term, and larger interests. After this appeal the opportunity was given for questions and discussion. The meeting grew hot. Many were the arguments advanced against it. High taxes, cost of transportation, inconvenience of bus riding, decrease in land values in the outlying districts, tearing up of communities, and every conceivable argument was made, but not a single argument could be advanced as to the benefits to the children.

I have been through some hotly contested fights for consolidation; I have heard every argument advanced against consolidation that it is possible for the human brain to imagine; I have heard every reason under heaven given against consolidation; but I have never heard a valid argument against consolidation based upon the benefits to the children.

This, then, is the ideal of my administration, to administer the schools for the benefit of the children. This to me means to offer to every child the broadest, richest, and fullest curriculum that skill and scientific research can devise; to develop such skills that the boys and girls can obtain economically those higher and better things which they are led, through the school, to desire; to select leaders and teachers solely upon their ability to teach children, and make their lives brighter and fuller; to be able to judge and decide every question of administration, including the financial ones, by one criterion.—"Is this for the benefit of the children?"

"Somehow we must find a way to translate instruction into action and provide a character program that will combine instruction with work and leisure-time activities."

—Francis W. Kirkham, Granite District, Salt Lake City.

On the Trail of a Cooky Cutter

By M. OLIVE NOLAN

Boston

WE HAVE been hearing much about "Educating all the children of all the people," and most educational systems have expanded in an effort to do this; still boys and girls by thousands continue to leave school at the age of fourteen or sixteen years because the schools do not meet their needs.

Handwork of various kinds has been introduced, and, while it has helped materially, it has not been made use of to its fullest extent because the academic teacher has not, in many cases, sensed its myriad possibilities of motivating, and correlating with, those very lessons of the classroom that the boy needs but has never realized that he needs. Each day should see a wane of the old super-imposed, unrelated lessons and a rise of self-activity and correlated work.

There is, and always has been, a type of student to whom the mere acquisition of book facts is interesting, but the ordinary boy who will so soon grow into the type of man that will make up the bulk of our good citizens of tomorrow, needs something more potent to awaken his interest and spur his latent ability.

A certain class of boys found themselves and their places in the sun through a cooky cutter—that culinary utensil that has shaped dainties for the youth of mankind for ages. That humble implement opened up unexplored vistas to their not too keen eyes. These boys made their cooky cutters in a sheet metal shop in which they worked two periods of each day.

The boys were interested in finding how many different shapes of cooky cutters are in use, so, in its own way, a committee made a survey and gave to the class a long list; square, circular, harp, hexagon, club, spade, diamond, heart, crescent, rectangular, duck, chicken, rabbit, cat, dog, lion, bear, bird, etc., or as they said: "All sizes and shapes for all people for all occasions."

As interest grew in the matter, they discovered cooky sheets, that is, flat sheets of tin for baking cookies. These are a great improvement on the old cooky pan with corners full of grease and flour after baking. The boys made cooky sheets for their mothers. This was a splendid opportunity to stress the value and the need of the labor-saving devices of today.

Does "The Geography of Cookies" sound interesting? It is, vastly so. What are the most common kinds of cookies? The answer is: Molasses cookies, sugar cookies, nut cookies, chocolate cookies and cocoanut cookies. What ingredients make these cookies? Here we turned to the cooking teacher and to the mothers of the boys. Surely any such contact with the home is helpful. It is natural and salutary for a boy to turn to his mother for information.

The boys arranged a stand for a map and affixed this to a table sufficiently large to hold household size samples of the products or ingredients used in making cookies. From each sample, colored ribbons stretched to the map and were attached to that country which is most noted for producing that commodity. All these cookies contain flour, and most of our flour is milled in Minneapolis; hence, a ribbon from the bag of flour to that city. A broad band of colored crayon encircled the wheat belt of the United States.

From the molasses jug ran two ribbons—one to New Orleans and one to Porto Rico.

A gay ribbon stretched from a large cake of chocolate to Venezuela.

California and Spain produce many nuts; northern Africa gives us cocoanut; we have large salt mines in New York and Ohio; saleratus is made from salt and soda; sugar comes from Louisiana and Cuba; lard from the stock yards of Chicago, where the hogs of Iowa and other Central States are prepared for market; ginger and cinnamon grow in the West Indies; while the milk comes from nearby dairies.

Our cookies seemed, therefore, to connect us with far countries and strange people. One might say: "A taste of cooky makes the whole world kin."

Many bits of economic geography, of history and of science grew out of these lessons. For instance, the old, old quest for spices that led to the seeking of new trade routes to the "Spice Islands"; the increasing growth of the beet sugar industry because of the adaptability of the sugar beet to temperate climates; and the process of evaporating sea water to obtain salt.

"When did people first make cookies?" seems to be an unanswerable query, but cookies have their own place in literature. Our old friend, Mother Goose, speaks of the "baker" along with the "butcher and candle-stick maker"; the "Queen of Hearts" made tarts, you know, and then there was the famous "Gingerbread Man."

Flour for baking has been milled for centuries, long, long ago, even as the "Miller of the Dee" sang his merry song.

The wood-working class made a pastry board, our sheet metal boys made the cooky cutters, and the cooking class made the cooky dough. One eager lad, spotless in a chef's costume, rolled the dough very thin, and "with one turn of the wrist" cut cooky after cooky, round, square, hexagon, etc. No need for an "Eyes this way, boys" admonition, as not an eye wavered during the process. These cookies were quickly laid on the cooky sheet (that had no hard-to-clean corners), and carried to the cooking room, which was soon filled with that spicy molasses cooky smell. Some of that odor was wafted into classrooms, where it mingled with French and algebra.

The cooky sheet was not dropped on its journey through corridors and over stairs. Its proud carrier did not scurry headlong toward the cooking room. His was no ordinary mission. No tray of gifts to pagan gods was ever held a more sacred trust than those dozens of cookies. Was it that "sure way to a man's heart" which made it all so vital? Perhaps. Anyway, the boys ate the cookies for lunch that noon. After all, what is more important to any healthy boy than his food?

The more we teach our boys to respect the farmer who raises food and the good mother who prepares it, the firmer we build our foundations of real values and real people.

The material used to make the cooky cutter is iron coated with tin. Tin is found in comparatively few places in the world. England has large tin mines now and always has had. In fact, they had much to do with history in the Middle Ages; as it was those tin mines that first attracted the Romans to England and caused ships to venture out on the Atlantic Ocean. Tracing still farther back, the boys found that tin was known and used in the time of Moses, and that the Phoenicians dealt in tin.

There are productive tin mines in Australia and in the Malay peninsula; both English Colonies. Bolivia, South America, is rich in tin; while Germany and Mexico also mine tin. There is a greater demand now for tin than there ever was, so, in time, our own tin mines will probably be developed.

The boys knew the properties of the various metals, so could understand why tin is so generally used. It is malleable, flexible, and ductile. A bar of solid tin was pounded and bent to prove these statements, and the fact that they saw the thin sheets of tin proved the third. Tin loses its lustre when exposed to the air, but otherwise is not affected. The many household utensils prove this. To compare it with iron in this respect, a few square inches of tin were scraped off a sheet of tinned iron and the whole was then left exposed to the air for a few days. The exposed iron patch rusted while the tin surface did not.

A brief study of alloys was necessary here. The fact that tin does not combine readily with iron is the very reason that it is used to coat iron. Tin does combine with lead. This combination makes pewter, that dull metal of great-grandmother's day. Lead and tin combined in equal parts make solder, that all important material to sheet metal workers. Tin combined with copper makes bronze. Since neither of these metals rust, we have bronze statues and bronze tablets to perpetuate the memory of famous persons and places.

The metal worker must know these and many other facts which were probably unknown to the tin pedler of former days. Who remembers that person so well known in country towns fifty years ago? Boys did not have sheet metal shops in school then. People lived far apart and stores were few. Woolworth's red front stores were unknown to them. Pedlers went from door to door. The tin pedler plied his trade in a big red cart drawn by an old white horse. He rattled along from village to village with his pans, pots, and kettles and maybe a few brooms and dishes. The housewives sold him their old rags and bought his shiny tins. Many homely tales of the tin pedler are told in New England stories. Is it possible there is any one old enough to remember that once familiar figure? He was a pedler of tin; not a worker on tin. A worker on tin is a tinsmith; sometimes called a tinner, or a tin man, or a tin knocker or a tinker. The old-time tinker in Scotland and Ireland was well known in Scotch and Irish stories. He traveled about with his load on his back, beating a kettle to proclaim his trade. This made a tinkling sound, hence the name "tinker." Children and dogs followed him, and mothers welcomed him. People did not know much about soldering in those days, so, when a pan needed mending, it was put away until the wandering tinker made his semi-annual visit to the neighborhood. He repaired their pans and kettles, spread the news and sang jolly songs.

All this and more the boys gleaned when once they started to learn about cooky cutters. At each turn they seemed to discover something new and interesting about the subject.

They learned the "Tinkers' Song" from the opera "Robin Hood." They needed instruments for this, so in the sheet metal shop they made tin instruments patterned after those used in the opera for that song. They made the welkin ring, and as they sang: "We like our work just fine," no one could doubt them.

There was mathematics also to this cooky

cutter project. The circular cooky cutter was taken as the most common type. They needed to ascertain what size piece of stock a boy should lay out to make a circular cooky cutter that would cut a three-inch cooky. These boys seemed hardly ready for circular measure, but any work that they needed was their work. So after a brief introduction to pi, they found that 3 x 3.14 was 9.42. Decimals are always changed to the nearest sixteenth of an inch in sheet metal shops, and ¼ of an inch is always allowed for a lap, so they soon figured that they needed a piece 9 11-16 inches long. Since the usual height of a cooky cutter is 1 7-16 inches and the handles are made of waste pieces, it was obvious that each boy needed to cut a piece 9 11-16 inches by 1 7-16 inches.

More mathematics was necessary to figure the most economical way to cut the tin for a class job; as each boy wished to make a cooky cutter.

The tin comes in sheets 28 inches by 20 inches; 9 11-16 inches is nearly 10 inches—so, by cutting the sheet in half the long way, they had two pieces, each 10 inches by 28 inches. The height of the cutter is 1 7-16 inches or nearly 1½ inches, so, by rough estimating, they say that 28 inches would contain 1½ inches about 18 times. Therefore, out of one large sheet they could get 36 cutters, a sufficient number for the class. The scrap pieces could be used for handles. Thus waste was reduced to the minimum.

Drawing is quite important in shop work, and since mechanical drawing in sheet metal work differs from most mechanical drawing, it deserves a word here. The simple drawing of a rectangle 9 11-16 inches by 1 7-16 inches showed them what to do, as heavy lines in sheet metal drawings represent cutting lines and short dash lines represent folding lines. They learned to reduce waste always. They never cut their patterns directly from a large piece of stock. Instead, they cut squares or rectangles of approximate size and laid their patterns on those.

Spelling was not neglected. In order to do notebook work or to write any expositions they needed to learn to spell such words as cooky, solder, England, shears, metal, cutter, Malay, molasses, dough and ingredients. Some of these words were in their spelling books, but others were new. They needed to know them. After all, that need is the keystone of learning; whether we call it an "urge," a "project," or "correlation."

Hygiene must never be forgotten, for healthy, happy workers are one of America's greatest needs today. Everyone talks about calories, so we did. Cookies and milk are full of them. We sell cookies and milk, at cost, to the boys each day during their brief recess. Mothers of growing children have always given them cookies and milk for light lunches. Such a lunch furnishes starch, sugar, fat and mineral salts, that is, the building food, the power food and the heating food required by the body. Do you know how many calories in three molasses cookies and a half-pint of milk? Four hundred. "Do not eat too many such lunches if you are fat," cautioned our embryo dietitian who looked up calories.

A simple cooky cutter was the open sesame to all these doors for us: History, literature, hygiene, music, drawing, spelling, science, geography and domestic science, all so correlated and so tin coated that these boys made better cooky cutters in the shop and learned more in the classroom than they ever could have done if the manual and mental training had been things apart instead of two parts of a whole, closely allied.

And best of all was the happiness of these boys as they hammered, soldered, spelled, drew, figured, studied and sang. Their smiles, as they sang "We like our work just fine, Sirs," would put renewed courage into any staff of teachers and cause them to assert that the joy has not gone out of teaching.

"Education is the BIG BUSINESS of the nation. Officered by a million teachers, the Grand Army of the Republic, an army of 25,000,000 children is marching against the citadels of ignorance and superstition and race hatred, upholding the traditions and defending the ideals of the Republic—an army assembling from hill and dale, from city and village, from the farm, the workshop, the mine, from industry and commerce, from the homes of the rich and of the poor, with the blood of the Orient and of the Occident coursing through their veins; destined in each of the forty-eight states of this great American League of Nations to become citizens not subjects; an army whose well-being places an obligation upon every American to support to the limit the stronghold of our democracy, the bulwark of our free institutions—the American school system from kindergarten through university in every state of this nation."

—Frank D. Boynton, Superintendent, Ithaca, New York.

Personal and Professional

ELIZABETH B. BOSWORTH, a teacher of Whitman, Massachusetts, is president of the Plymouth County Teachers Association, one of the historically important County Educational Associations in the United States. She graduated from the local high school in 1878, and began teaching the same year. She has been teaching in the same community for nearly half a century. The honor which came to her in this election was a unanimous and enthusiastic tribute of county appreciation. It is interesting to the Journal of Education that its present editor was president of the Plymouth County Teachers' Association fifty-seven years ago.

GEORGE E. McPHERSON, head of the State Institution for mentally deficient children at Belchertown, Massachusetts, ranks with the eminent leaders in the care of such children since 1848, when Massachusetts had its first school of the kind in the New World. He has the classification clearly outlined. With a mind less developed than three months old the baby is an idiot. From three years to eight years of mental ability is ever after an imbecile. If the mind is between eight and twelve years capacity he is a moron. What Massachusetts started in 1848 is now in operation in forty-four states. In 1896 Providence had the first special class for these children connected with a public school, and the same year Springfield, Massachusetts, had the first special school for them. Dr. McPherson thinks two per cent. of the population in the United States is mentally deficient and should receive special attention and education.

ALBERT HARDY, who died at the home of his son, Dr. Edward L. Hardy, president of the State Teachers College, San Diego, recently at the age of eighty-six, was superintendent of La Crosse, Wisconsin, for twenty years, and for five years thereafter was vice-president of the State Teachers College of that city. He was a graduate of Oberlin College and was with a Michigan regiment with General Sherman in his march through Georgia.

DR. CHARLES A. McMURRY, dean in point of service of George Peabody College, Nashville, and one of the foremost progressive educational leaders of the country, especially from 1885 to 1905, twenty years of intense professionalism, and his activities have not slackened in the twentieth century, for in addition to his notable service in professional activity in Nashville he has written several outstanding books and is prominent on the professional platform. He was honored in many ways this winter upon his completion of half a century of teaching. He is not retiring despite his extended service.

ERNEST JAMES JAQUA, for four years dean of the faculty of Pomona College, has accepted the presidency of the new Scripps College for Women. President Jaqua is a native of Iowa, as are many of the leading school men of Southern California, graduated from Grinnell in 1907, received his Master's Degree from Columbia in 1910, and Doctor's Degree from Harvard in 1919. In 1923 Dr. Jaqua went from the deanship of the faculty of Colorado College to the same position in Pomona College.

HENRY C. PARKER, district principal in one of the largest groups of elementary schools in Boston, was the recipient of many delightful testimonials from his teachers upon his sixtieth birthday. Mr. Parker came into the Boston system from a Somerville principalship at an exceptionally early age, and has been eminently popular in the district which he has served as principal. The recent spontaneous demonstration of appreciation by the school and community was significant of uniform and universal appreciation of his school and community leadership.

WILLIAM B. SNOW, an assistant superintendent of Boston, has been promptly and unanimously re-elected for a term of six years by the Boston School Board. Mr. Snow is one of the senior members in service in the Board of Superintendents, although he was elected when Dr. J. E. Burke was elected to the superintendency. He had distinguished himself as a teacher in the city before he was selected as an assistant superintendent. Mr. Snow is exceptionally active in community affairs, especially in dining clubs. He recently read a paper on "How the Boston Board of Superintendents Earn Their Salaries." Among the statements which were of especial interest was the fact that in Boston the superintendent and his assistants are designated as the "Board of Superintendents," and that each of the assistants' vote is as independent and effective as the vote of the superintendent.

Letters of a Superintendent

CO-OPERATION

To the Teachers:—

Teaching school is a serious and important work. It is important because the future welfare of the nation depends, in no small measure, upon the success or failure of American public education. It is a serious work because no one, no matter how well equipped by education and training, should enter the teaching profession without recognizing his or her individual responsibility in the perpetuation of American ideals and American institutions of representative democracy, union, liberty, and justice.

Teaching *is* a serious and important work, but not serious in the sense that it should not be a happy occupation. In fact, quite the opposite is true. If there is any place in the world where a grouch has no right to be it is in the schoolroom. The school should be a place of joyfulness for little children and a place of happy though responsible living for older pupils. But although boys and girls should find school a happy experience, it must not be thought that a happy classroom and a friendly, sympathetic teacher are synonymous with soft pedagogy or poor discipline. Respect for properly constituted authority and individual recognition of the rights of other people are the foundation of good citizenship in school and out, and the purpose of the American public school is to produce good citizenship.

Today, as in every generation, there may be a few public officials under our national government who have proved false to the people whom they are supposed to serve. Nevertheless every true American believes that our American form of government is the best government established in the history of the world. It is the duty of teachers to inculcate that belief in the minds of the coming generation.

I trust that if you find faults in our schools you will remember that as members of a body of co-operative workers it is your privilege and your duty to assist in overcoming those faults.

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Junior High School Curriculum

By CHARLES H. JUDD
University of Chicago

THE content of the school curriculum is derived from the stock of human knowledge accumulated by civilization. The order in which this content can be presented to pupils is determined by the maturity of pupils and their varying capacity at different ages to appreciate certain parts of the total body of knowledge.

A study of the mental characteristics of pupils of the Junior High School age reveals the fact that these pupils are especially receptive to instruction regarding the social order. These pupils are at the point of transition from childhood to the more mature period when they will begin to participate in the constructive activities of society.

Every subject which is taught in the Junior High School can be made to contribute to an understanding of the way in which men have co-operated in building up modern community life. In this sense the understanding of the social order should be the central and all-embracing theme of instruction in this school. Language and number should be taught as human inventions. Science should be shown to be man's conquest of nature, and so on throughout the full list of subjects taught.

"The Palmer Method" has an impressive and attractive device for having a child see how his writing goes astray from the Palmer style that he thinks he is using. It is a transparency of the capital and small letters which the pupil can place over his writing and see just how and why he is not correct in the form of his letters.

Character Chats

By JOSEPH B. EGAN, A. M.

The Fat Toad

UNDER a lilac hedge lives a fat, warty toad. I have seen him there very often. He sits very quiet an hour at a time, waiting for his dinner to come to him. Whenever a fly or a bee comes within three or five inches of him out flicks his long tongue, and the fly or the bee cannot be found anywhere any more. There is something about the old toad that I like. I know women scream when he hops too close to their feet and little boys use a long stick to turn him over on his back, and there is a popular belief that if handled he makes warts. I say I know all of these things, and yet I like that old toad. I like his homely old head with his bulging eyes, and his queer baby-like hands, which he leans on as though very tired, and I like the funny way he hops along when he wants to change his feeding ground. I wouldn't harm him for the world. He is a friend of mine and of every person who ever tried to raise a garden. When I am asleep he goes all about through my flower beds like a good watchman. He finds a cutworm cutting down a tomato plant. Out goes his tongue and the cutworm has gone away forever; he finds a bug raiding my rosebuds; out goes his tongue again and the bug has gone away forever. In the morning the old toad very meekly crawls under a stone, and rests up for his night's work.

The other day my little dog found the old toad. He thought he had found something new and wonderful, for he picked the toad up in his mouth and brought him over to where I stood. He laid the toad down in front of me, and looked up as much as to say: "What do you think of that? I found it in our garden." Now the toad has a very peculiar way of protecting himself. He does not get up and fight; rather, he lies perfectly still and sweats. A moisture comes out all over his body that no animal likes the taste of. I knew that, so I watched the antics of the young dog. I said to myself: "You are about to get a wholesome lesson in minding your own business." Sure enough, pretty soon the dog began to lick his chops and act queerly. He went over and smelled of the toad, and then turned away, and sought a sunny spot where he could lie down and recover. The old toad lay flat on his back with one eye on the dog and the other on me until he thought the coast was clear; then he turned slowly over on his stomach and hopped back under the stone. I imagine he said to himself: "Well, well, that's that. How stupid these dogs and humans are. They can't seem to get the other fellow's point of view."

Colored Spectacles

THE other day as I stood on the corner watching traffic, two little boys came up to me each with a pair of penny spectacles. They were so pleased with the world as they saw it through the colored specs that they wanted me to share their joy with them. I took the first pair offered, and looked through it. The world had suddenly gone blue. What a dreary old place it seemed! Then I took the second pair. What a difference! The world was as chipper as a spring morning. Everything had a golden look about it. If I had to wear colored specs I think I should choose golden ones.

The other day I saw a man walking down the street. He was sad and long-faced. I am sure he had on a pair of blue spiritual specs that colored the whole world for him. Around the corner I saw a happy-go-lucky boy. I am sure he had on a rosy variety that made the whole world glow. After all happiness and gloom come from the way we look at things. We are all looking through specs of some kind or other all the time. Strangely enough we can be our own opticians, and change our glasses whenever we please. Just what color is best for us is hard to tell. A person who is naturally blue and gloomy needs a golden pair to change his outlook. A person who is always looking on the rosy side needs a glance now and then through a blue pair to make him realize the seriousness of life. Too much of either is probably not good for any of us.

So the next time you feel blue just change your specs; think a happy thought; smile a little; cheer up; put on the golden specs of hope and the world will look better to you.

The White Birch

I AM VERY fond of the white birch tree. It is so slender and graceful, and has such a soft, silvery bark that it lends a mystic charm to any landscape. Because I am so fond of it, I am going out next Saturday to a place where many grow, and dig up and transplant a young sapling. I feel sure, if I am careful in preparing the soil and planting the tree prop-

erly and then in watering and caring for it, I can make it grow in its new home and reward me with its shade and beauty.

What I am doing in the case of the white birch is exactly the same thing we are all doing in the cases of everything we want much in life. The world is just full of beautiful and desirable saplings, so to speak. There is the sapling of wealth with great grasping roots and golden twigs. People are running like mad all over the earth looking for it. No sooner is one found than a dozen eager hands snatch at it.

There is the sapling of health with strong, sturdy trunk and handsome limbs, one of the most beautiful saplings in the whole world and one of the most common. The sapling is found in every one's back yard, and needs only good care to cause it to grow into a great source of comfort. The trouble too often is this, that thoughtless people, in running after some of the other saplings, forget to care for this one, and return to find it overgrown with weeds of neglect or broken down by the gusty winds of abuse.

There is also the sapling of political power which is fair to look upon, but which is short-lived because of the insect pests that attack it as soon as it appears.

We must not fail also to mention the sapling of happy home, one of the most desirable in the whole woodland of life. We ought to select this tree with the greatest of care, for it has certain mystical qualities; when alive it is one of the most lovely of trees; it is, however, easily killed by neglect and then it becomes a terrible burden, for though dead it continues to grow into a monstrous mushroom which blots out the sun of happiness, fills our life with the dampness of despair and attracts to it all sorts of harmful reptiles. However, in spite of what it may become, we must all go out and select a sapling.

Now, girls and boys, I am going to tell you a secret; the only possible way and the easiest way of causing this sapling of happy home to grow into a thing of beauty. Every morning, when you get up, take a couple of cheery words, add a smile, mix in a thoughtful deed, dissolve all in a glassful of kindness. Pour this mixture around the roots of your sapling, and then stand off and watch it grow.

Doors

AS I CAME up the front steps of the school this morning a little girl ran to open the big door for me. My, what a struggle she had. She grasped the slippery brass knob with both little hands and tugged and turned, and then pulled as hard as she could. I might have helped her, but I wanted to see her win, and she did. Inch by inch the stubborn door opened until at last there was space enough for me to pass. What a look of triumph that little girl had on her pretty face. Her eyes sparkled as much as to say: "There, did you see me do it? No old door can stop me when I start to open it."

That courteous little deed is a gentle reminder to all of us. We have so many doors to open as we pass along. Our whole life is

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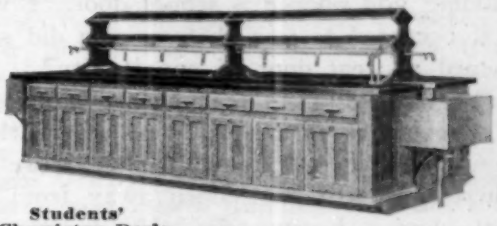

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just a series of opening and closing doors. Sometimes we get discouraged and sit down on the doorstep, and that door will never open unless some kindly person comes along and lends a helping hand.

Today, as each of you came into the school building you opened a school door. I wonder if it occurred to you that, as you did so, you opened a great door of opportunity?

Do you know that here is a great truth! We never try to open a door unless there is something beyond that door that we want. There is a treasure hidden away from us by that door. Fortunately, the doors are all labelled. We have but to pick out the one we want to open and go to work. Sometimes it takes years of struggling with the knob. Sometimes the door springs are so stiff that we must build up our strength before we can bend them back. The thing to do is to keep our mind on the treasure beyond the door and say to ourselves over and over, just as the eyes of the little girl said it to me: "No old door is going to stop me. I will turn the knob. I will tug and pull and work until the door opens."

Heads Up!

YESTERDAY, in the lower corridor of the school three boys stood before a director receiving instruction in the proper way of carrying the body. Like all other boys they slouched a little, their shoulders sagged, one just a little lower than the other, and the weight of the body rested on one foot.

I happened to stand behind the director when she asked the boys to stand erect. I was struck by the marvelous change that came over each one as he brought himself out of his slouch, raised his head, squared his shoulders, threw out his chest and looked a little above the level of the world.

Even the expression on the face of each boy changed; the eyes glittered; the lips became firm, and a smile played about the corners of each month. It seemed to me I heard something within each boy saying: "This is fine! Now I feel better! Keep it up!"

I wonder whether my inner hearing is at fault or whether there is really some live thing within us that feels proud when we stand erect; that feels pure and sweet when we are clean; that smiles when our two hands have helped another; that warms our heart when we have done a noble deed; that rejoices when we are well and strong in body and in mind?

Whatever this living being is within us, it responds to every noble thing we do, so it must be a friend of ours and also a dear friend of God. There are very few of us who do not like to please the friends who live in houses on our street. Should we not delight the more to please this close friend who lives with us under the same covering of skin?

"Heads up!" then is the order of the spirit of each boy and girl. Heads up and eyes front! Courage and manliness to face the world, shoulders squared for the long march and eyes set above the common level of the world—and then, when school days are done, the sharp command, "Forward! March!"

"I Live Here"

BY STRICKLAND GILLILAN

A garden, a perfect mosaic, deep green 'gainst the blackest of loam,
Spread out near a little log cabin—obscure but immaculate home!
I paused to admire—who could help it?—the weedless expanse near the door;
Where, pleased with my pleasured inspection, stood a "mammy" of years that are yore.

"A beautiful garden," I ventured. She cupped a brown hand to her ear.
"Fine garden!" I shouted. "Oh, sholy! It ought to be fine—I live here."
I went on my way with a sermon as great as I ever had heard,
The highest paid preacher existent could never have added a word.

Were every human who cumbers the tiniest spot of the earth
To see that the spot he inhabits—the work brain or fingers give birth—
Stood perfect as e'er he could make it—dear God, what a different sphere!
Let's borrow our motto from "mammy": "It ought to be fine—I live here."

EDUCATION IN ACTION

Boys Shine in Cooking Class

Realizing that cooking is more or less a "lost" art among present-day newlyweds, a group of boys at John Adams high school in Cleveland organized a domestic science class to study and practice the "do" and "don't" of life in a kitchen. Miss Eda Caton, a domestic science teacher, is head of the new class, which is reported making faster progress than any girls' group in the history of the school. "I was somewhat dubious when I first took over the job of teaching cooking to the boys," Miss Caton said. "I thought they would take two or three lessons and then throw it up as a bad job. But I've had my eyes opened. The boys have taken a greater interest in the culinary art than any girls' class I ever taught. And they've made consistent progress. Right now I'd stack them up against any group of newly wedded brides and feel sure they'd make a more than creditable showing."

Average Yale Youth Spends $1,800 a Year

The average student at Yale spends $1,800 a year, $7,200 during his course of four years, according to a survey by the Yale University Bureau of Appointments. Questionnaires indicate that the student spends least in his freshman year, a little more in the next two years, and most in his senior year. Four thousand five hundred students spent $3,314,000 each year on things other than books and tuition. A large part of this money goes to New Haven landladies. Twelve hundred students not housed by the university pay $364,000 during the college year to private boarding houses. They pay $1,800,000 a year for tobacco, clothes, flowers, telegrams, laundry, furniture, books and amusements.

Want Prettier School For French Young

France is realizing that cheerful schools make happy children and that happy children do better work. "Art in the School" is a new organization working in many towns. A recent report of one of its branches illustrates its need and effectiveness. The solemn commission was amazed at the "sadness" of the schools, the drab walls, inadequate light and the desks and chairs often painted black, the most economical color. As the average French boy and girl wears a black sateen jumper—also for economy in laundering—the effect was too funereal even for the committee of taxpayers. In many towns these investigators have found examples of the value of joy in work in schools where the schoolmistress, being a person of intelligent taste, took it upon herself to make the school look cherful, painting and decorating with the help of the children. The change in the children's attitude toward school-work and the improvement in marks proved that paint may play a part in making brains.

Prepare to Equip Pupils for Work

Groundwork for a revised senior high school curriculum to equip students for work rather than prepare them to go to college has been laid by the commission on curriculum of the National Education Association. In revising the curriculum it is proposed by the commission to lay greater emphasis on vocational education. Development of the curriculum is expected by the commission to take a year. It will be placed for approval before the annual convention of the Department of Superintendence in February at Boston.

Dean of French Students Takes Doctorate at 87

The dean of all French students is Monsieur Louis Andrieux, deputy, farmer, ambassador and high official, who a few days ago won at the Sorbonne by examination the degree of Doctor of Letters. He is eighty-seven years old, and is entitled by seniority to preside over the Chamber of Deputies whenever it reorganizes. Mr. Andrieux became a Bachelor of Letters in 1860. He resumed his university career sixty-six years later.

This Research Aims To Scrap Textbooks

Curriculum reasearch that may supplant hundreds of school textbooks now in use is being carried on at Teachers College, Columbia University. Under the direction of Dr. Herbert B. Bruner and Miss Florence B. Stratemeyer, 14,000 courses of study from all over the United States have been gathered in the two years that the research has been conducted, and these courses set over against criteria previously determined by the two professors in charge of the work, assisted by their staff of clerical assistants and 121 graduate students at Teachers College interested in the subject. "It is significant," said Dr. Bruner, in discussing his work, "that of all the courses received only one per cent. have been judged good in our scale of rating. If we can, through our curriculum research here, find that many courses now in practice are faulty and inefficient, it will mean the scrapping of many existing textbooks, which would be a revolutionary step."

Games Valuable in Training Blind Children

Games and other recreation are specially valuable in training the blind, and in helping the afflicted to overcome self-consciousness and develop freedom of motion and social grace, the Children's Bureau of the Department of Labor has reported in a newly completed study. The study was made by Martha Travilla Speakman, after visits to schools for the blind throughout the United States and in England, France, and Austria. Recreation for blind children, according to the report, should be planned not only to give them pleasure, but also to prepare them for ordinary social intercourse, and for adaptability to the necessities of everyday life. There seems to be very few things that blind children cannot learn, if they are taught with patience, care and understanding, the report concluded.

Teachers Have Little Illness

Recent studies indicate that American school teachers possess health above the average, according to Dr. James F. Rogers, chief of the division of physical education and school hygiene of the Bureau of Education. They stand comparison well in this respect with workers of other occupations, he has found. An investigation made of the average number of days' absence for the school year of teachers, industrial and civil service workers, with the annual average of the latter groups reduced to two-thirds so as to put them on an equal basis with the school year, showed 1.5 days for men teachers as against 3.39 for men in other occupations, and 3.49 for women teachers as compared with 8.40 for women in other work. The survey indicated that men teachers are absent on account of illness less than women teachers, and colored teachers less than white teachers.

Student Measured By Ability to Serve

Determination of the kind of ancestor the individual is going to be is the immediate problem for universities, nations and individuals alike, recently declared Dr. Hubert Work, Secretary of the Interior. This problem, he said, supports the thought that human beings are "ever in the land of beginning again." School life, according to Secretary Work, is the quickest method of acquiring an education, for its environments are adapted to the age, state of development and needs of those who must soon adjust themselves to conditions and circumstances of the world. He said that the test of the student is his ability to give service.

Tests, Measurements and Surveys of Every Subject

Sioux City, Iowa, M. G. Clark, superintendent, is one of the leading cities in the country in tests, measurements and surveys in every classroom subject. Each principal assumes responsibility for his school in every activity considered. In early April Sioux City had a remarkable exhibit of posters at the Northwestern Iowa Teachers Association. The superintendent's office issues elaborate reports of the results in each classroom subject. These reports are both carefully and critically written and in scientific graphs. They are the most complete of any similar reports we have ever seen.

Research in Classroom Aid to Educational Methods

Research on educational methods that is carried on in the classroom where the process of education is actually taking place, where the conditions are normal, and where all the agencies concerned are functioning as they usually do, is the research that promises the largest returns in education, it has just been stated by the Bureau of Education. The teacher and the principal, then, the Bureau pointed out, become highly important factors in research.

Keen Students Found Here

Dr. Alfred Adler, Viennese psychologist, before sailing from New York recently, said that his stay of several months in this country convinced him that American interest in psychology was highly developed. He thought the keen interest taken in the study of psychology in the United States was remarkable and he was particularly interested to learn of the close connection between psychology and the mental hygiene movement.

Students Pray to Pass Examinations

A survey made by a graduate student at Northwestern University for his doctor of philosophy thesis has revealed that 75 per cent. of college students still resort to prayer, but only 50 per cent. believe prayers are answered. Students professed praying for various things, from happy love affairs to good jobs and relief from illness, the survey disclosed. Nearly all pray to pass final examinations and for enough money to stay in school. Among ailments students said they had cured by prayer were bunions and homesickness.

High School Boys Punch Time Clock

In the new Dorchester, Mass., High School for Boys the boys in the cooperative, industrial woodworking course keep a daily time card and keep track of the various jobs they are given to do, thus getting as near shop conditions as it is possible to come in an institution of learning.

Rotary Club Furnishes Musical Instruments

Beverly, Mass., under the leadership of S. Howard Chace for several years has developed several special lines of educational progress which have state recognition. The latest is the creation of a full-sized band. The Rotary Club provided $2,500 for musical instruments for the band. One-fourth of the 4,800 pupils of the public schools specialize in instrumental music. Of the 1,200 pupils interested in instrumental music, one each plays the flute, cymbals, and French horn; two each bass horn, accordion, bass viol, xylophone; three each the guitar, bugle, and organ; four each trombone, baritone and ukelele; six each the mandolin and harmonica; eight play the 'cello; nine the trumpet, twelve the banjo, sixteen the clarinet, twenty the saxophone, twenty-two the cornet, and twenty-five drums.

Calls New England Students Radical

New England college students are "the most radical" in their religious beliefs, and those in the South "show the conservatism of the South in religious matters," Rev. Charles Stelzle, president of the Church Advertising Department of the International Advertising Association, declared. Mr. Stelzle's conclusion was based on a study of the religious beliefs of 36,000 students in 100 widely distributed American colleges and universities, with a total enrollment of 76,000. The college survey, said Mr. Stelzle, showed that the students are as orthodox in their religious beliefs "as is the average person in the cities of this country."

Greek Heroes Must Not Be Mentioned

Greek heroes, ancient or modern, must not be mentioned in schools in Turkey. Recent governmental decrees also barred any book which speaks unfavorably of Turkey's history or the legislative or intellectual achievements of Turks. Foreign religious propaganda also is forbidden. This will affect the American Girls' College and Robert College, which receive support from American missionary organizations.

San Diego, California, is to have a new State Teachers College site with buildings to cost $1,250,000. Work on the buildings will begin at once. The present buildings are to be purchased by the city and county for school use.

San Diego has struck a great pace in many ways. It is unprecedented for a city to have a state superintendent created from a local superintendent before he is a year old efficiently..

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Stresses Importance Of Primary Teacher

"Parents should re-educate themselves, so should many of the teachers," recently declared Lucy Jenkins Franklin, dean of women at Boston University, in speaking on the subject of "Liberated Youth." "Liberation of the child has taught us that education must begin with birth; that early childhood is the most important period of life; that the primary school teacher should be the best-trained teacher on the staff, with a salary in proportion to her important position; that every child is an individual; that some mothers should rear children and others should not. Liberation of youth has made humanized education necessary and today the secondary school educators and also the product of the secondary schools are knocking at the doors of colleges and demanding humanized education, socialized classes, joint discussion and interesting and stimulating professors. These demands create many problems for higher education," she said.

Tuition Should Pay Cost of Education

Tuition charges for university students should be made equal to the actual cost of their education, President James Rowland Angell of Yale University asserts in his annual report. Under this system the worthy self-supporting student would be aided in meeting the increased tuition through loan funds and scholarships. Present tuition charges now represent from a third to a half of the cost for Yale undergraduates and the ratio is not uncommon in other institutions, according to President Angell. Pointing out that the inadequate salaries paid to college teachers will rarely attract brilliant and forceful men, President Angell declares: "The present situation finds most college teachers 'part time' men. By which I mean to say that unless they or their wives have private means practically all are obliged to resort to outside methods of money-making in order merely to keep out of debt."

Teeny Tiny Rimes

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TREND OF THE TIMES

GOODS VALUED at $62,705,714,000 were manufactured in the United States in 1925, the Census Bureau reports. This compares with $60,258,470,000 in 1923 and $43,427,224,000 in 1921. The total factory wage earners in 1925 was 8,383,781, against 8,768,491 in 1923, and the wages paid in 1925 amounted to $10,729,469,000, against $11,008,469,000 in 1923.

SOVIET RUSSIA and the new Turkey form the nucleus of an Eastern league of nations now in prospect of formation in direct opposition to the Geneva league. Soviet Russia and Turkey will gain a third member if the Cantonese movement gains control of China. Turkey already has friendly relations with Afghanistan, Syria, Iraq, Greece, Bulgaria, Jugoslavia, Roumania and Albania, and treaties with Russia and Persia.

COMMON TIES between the United States and Latin America and the role of the motion picture in fostering acquaintance among the nations of the western world were recently discussed by Secretary Hoover. He characterized the motion picture as "a skilled and potent purveyor between nations of intellectual ideas and national ideals." Motion pictures are a social and political factor that bind "the mutualities of interest" and "union of ideals" between nations, he declared.

TIME WAGE rates of union labor, in the period from May, 1925, to May, 1926, show an increase of 2.5 times the hourly rate of 1913 and 2.8 times the rate of 1907 according to the Labor Department. The building trades as a whole had an increase from an average of $1.199 to $1.278 per hour for the period of May, 1925, to May, 1926.

SPECIAL COMMITTEE of the League of Nations Council has prepared and reported a plan of action by the league in cases where war is threatened. It proposes that the council should convene immediately, and that it may request organizations or individuals to exercise a conciliatory influence over the disputants. They may also send a commission to the seats of government to ascertain the cause of trouble with a view to bringing about a settlement.

MORE THAN 700,000 Negroes own their own homes, seventy-three banks in the United States with assets of $100,000,000 are operated by Negroes and there are Negro periodicals and newspapers with a total weekly circulation of 2,000,000, according to the National Urban League. There are 10,000 Negro college graduates in America and the number of undergraduates is seven times larger today than five years ago.

MODERN INDUSTRY turns more and more to scientific research to guide it in manufacturing. The American Telephone and Telegraph Company, through its research laboratory in New York, which employs some 3,665 persons, is making a saving of $9,000,000 annually by using an alloy of platinum, gold and silver to replace platinum in the manufacture of tiny contact parts needed in putting through telephone calls. It would take about ten of these tiny contacts to weigh as much as an ordinary two-cent postage stamp.

GRAND-CHILDREN of the present generation will earn an average yearly salary of about $11,000, compared with $2,000 in 1925, if the present percentage of increase in the national income continues, a survey by the National Home Study Council revealed. The national income is gaining at the rate of $5,500,000,000 annually, the survey showed.

NATIONAL WEALTH of the United States was $355,300,000,000 in 1925, it is estimated by the National Industrial Conference Board. This is the first estimate of national wealth published since the census estimate of $320,800,000,000 for 1922. For 1912 the census estimate was $196,300,000,000.

GREAT BRITAIN'S debt to the United States would require 6,700 tons of gold to settle according to an estimate by Lieutenant Colonel L. S. Amery, secretary of state to the colonies and dominions. The debt is around $4,600,000,000.

NEW HOSPITALS opened in 1926 in the United States numbered fifty with an increase of 22,869 beds, according to the Journal of the American Medical Association. There are now 6,946 hospitals in the country, having a total capacity of 859,445 beds. Nurse training schools are found in 2,155 hospitals which have a capacity of 339,940 beds or an average of 186 beds each.

The BOOK TABLE

FUNDAMENTALS OF BUSINESS ORGANIZATION AND MANAGEMENT. By William B. Cornell, John H. MacDonald, both of New York University, and Frederick G. Nichols, Harvard University, general editor. Cloth. Illustrated. 472 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is an important educational departure from several angles. Nothing in the business world is done as it was done even a few years ago. There must be new blood, not necessarily young blood, in every detail of business. It is really a remarkable publication, but we cannot resist the temptation to criticise, which is rarely our disposition. The criticism is not of the book, but of its title. The one word that should not be in the title is "fundamental," which has come to signify "unchanged, traditional, inherited from ye ancient times," and there was never a book on business management with so little that is anemic, so little with creeping paralysis as in this book created in New York University and sponsored by Harvard University.

Entirely aside from the vocational side of the book it is invaluable pedagogically. It is better psychology than can be found in the writings of many psychologists, is better sociology than is written by many sociologists, better civics than can be found in many professional books on civics, and infinitely better American history than is written by traditional historians.

Professor F. G. Nichols of Harvard, the general editor of this class of books for the American Book Company, has an almost uncanny way of simplifying the complexity of the traditional, of going around the shallow places of ebb-tide professionalists, and this is wonderfully demonstrated in this book on "Business Organization and Management."

ADVENTURES IN HABIT-CRAFT, CHARACTER IN THE MAKING. By Henry Park Schauffler. Cloth. Illustrated. 163 pages. New York: The Macmillan Company.

"Adventures in Habit-Craft" is the most ingenious, unique and fascinating scheme for promoting character creation that we have seen. It is so ingenious that no objection can be made by a Fundamentalist or Modernist, Atheist or Free-Thinker, Jew or Gentile, Catholic or Protestant. It is so unique it captures the attention of scientist or non-scientist, so fascinating that a child of nine or an adult of ninety will be interested. Dr. S. Parkes Cadman says of the book: "It utilizes the conduct material of the Bible in wise and helpful ways. It includes the examples of history and of contemporary life. It employs a handcraft method derived from the more recent studies of child-psychologists and education experts. And it does this in a clear and forcible manner which stimulates the youthful love of adventure, and makes it contribute to desirable personal and communal habits and conduct in the child."

H. V. Kaltenborn, associate editor of the Brooklyn Eagle: "As the father of two children, nine and thirteen years old, it was my privilege to participate as a parent in Henry Park Schauffler's habit-craft adventures. They were real adventures, too, in the home as much as in the Sunday School room in Brooklyn, where the children fashioned and enjoyed the habit-craft models under the skilled direction of the author of this book. Making and interpreting these habit-craft models made Sunday School a palace of delight. The children looked forward to it eagerly, enjoyed it hugely, and were never satisfied until each parent had watched the new model 'work' and shared with them the thrill of seeing a good habit come to life."

Here are samples of "Adventures": "The Habit of Being a Good Sport," "The Habit of Being Plucky," "The Habit of Doing Things Cheerfully," "The Habit of Accepting Responsibility."

HOME HELPS TO HELPFUL HABITS. By Jeannette C. McCoy. The Kenyon Press, Wauwatosa, Wisconsin.

Louise M. Alden, State Teachers College, Milwaukee, endorses this pioneer handbook in the field of home-school co-operation for the development of useful and wholesome habits in young children. There are practical and helpful suggestions made for providing children with materials and activities which will be useful in the formation of the desirable habits. It is only as mother and teacher co-operate with intelligence, each knowing the goals and methods of the other, and the two working hand in hand for the accomplishment of the same ends that we can expect the best development on the part of the child.

PROCRUSTES, OR THE FUTURE OF ENGLISH EDUCATION. By M. Alderton Pink, M. A. Today and Tomorrow Series. Cloth. 108 pages (4 by 6 inches). E. P. Dutton and Company.

"Procrustes" is sure to unsettle those who are so cocksure that our present educational system is mightily effective. This is an interesting way of saying what every one is thinking more or less definitely. It is an Englishman's way of saying heroically some things that no one knows much about.

A LABORATORY STUDY IN DEMOCRACY. By Earle D. Bruner, superintendent of the George Junior Republic of Western Pennsylvania. Garden City, New York: Doubleday, Page and Company.

We are greatly interested in this book which presents in a fascinating way a "Case Study" of character creation, with the George Junior Republic as the source of supply of "cases." In 1900 we published "Jukes-Edwards," "a case study" of the greatest extremes then known in America, contrasting Mr. Dugdale's study of the "Jukes" and our own study of the Jonathan Edwards family, dedicating the book—twenty-seven years ago—to William R. George as the founder of George Junior Republic at Freeville, New York. In all of these years we have been intensely interested in every George Junior Republic in New York State, in Pennsylvania and Southern California. This explains our especial interest in the "Case Study" by Earle D. Bruner, a book which presents graphically many sides of many cases of wayward boys and girls. It furnishes material for a critical study of character creation in the rescue of delinquent children and youth.

Books Received

"The Story of the Great Republic." By H. A. Guerber.—"New Practical English for High Schools." Second Course. By William Dodge Lewis and James Fleming Hosic.—"Essentials of Junior High School Mathematics." Books One and Two. By Samuel Hamilton, Ralph P. Bliss and Lillian Kupfer.—"Songs for Children." By Laura Bryant. New York: American Book Company.

"Junior High School Mathematics." Seventh School Year. By Harry C. Barber.—"The Golden Treasury." By Francis T. Palgrave with notes by Max J. Herzberg.—"Secondary Education." By Aubrey A. Douglass.—"Literature in the Junior High School." Book Two. By Emma Miller Bolenius. Boston: Houghton Mifflin Company.

"Teaching: Profession and Practice." By A. R. Brubacher.—"The Growth of Teachers in Service." By Frederick L. Whitney.—"The Practical Teacher." By Charles Elmer Holley. New York: The Century Company.

"Federal and State School Administration." By William A. Cook.—"School Supervision in Theory and Practice." By Ellsworth Collins. New York: Thomas Y. Crowell Company.

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She—"I just put my furs in cold storage."

He—"Oh! Is that what they call it now? My watch and studs are there, too!"—College Life.

Limited

"Porter, fifty cents for another pitcher of ice water?"

"Sorry, suh, but if I takes any mo' ice, dat corpse in de baggage car ain't going to keep."—Fetter Clippings.

Son Informed

"Pop, what do we mean when we speak of an average man?"

"An average man, my son, is one who isn't half as good as his wife thinks he is before she marries him, nor half as bad as she thinks he is afterward."—Pathfinder.

Not Unnatural

The aviator's wife is strange
In one way, beyond doubt—
Her heart rejoices when she sees
Her husband down and out.
—Boston Transcript.

Not Much

A doctor drew up a careful diet for a fat lady who wanted to reduce.

She must eat certain things. He told her to return in a month to his office. When she came back she was so fat she could hardly get in the door.

"Did you eat what I told you?" asked the doctor.

"Yes," replied the fat lady.

"Did you eat anything else?" asked the doctor.

"Nothing but my regular meals," said the lady.—College Humor.

Corrected

Teacher—"I should like you all to take more pride in your personal appearance. Now you, Jimmy, how many collars do you wear a week?"

Jimmy—"Please, teacher, do you mean how many weeks do I wear a collar?"—The Progressive Grocer.

Guessed Right on Test

There is a doubt in the minds of many educators as to the value of so-called intelligence tests, but there can be no denying that these tests add much to the joy of living. A young boy came home from school and talked over with his mother the intelligence test he took that day. All the answers were to be "Yes" or "No." This was one of the questions: "Would you flee from a famine?"

"I answered that question, 'Yes,'" said the boy.

"That's right," said his mother.

"Well, what is a famine, anyway?" queried the lad.

"A famine," explained the mother, "is absolute lack of food."

"Oh, is that it?" said the boy. "Teacher said I answered the question right, but I did not think that was the meaning of 'famine.'"

"What did you think it meant?" asked mother.

"Why, I thought it was some kind of woman."—Springfield Union.

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JOURNAL MAIL BAG

New England Teachers and Seattle

Editor, Journal of Education:—

The Seattle meeting of the N.E.A. will have innumerable attractions, especially for New England teachers who are to play host to practically all who will be at Seattle and many others.

Education through travel means more to teachers than ever before, and it is to get professional credits as never before.

The nature of a teacher's work, its routine, its confinement, its complete self-sacrifice to the mandates of school system and the needs of the children, inevitably results in an overwhelming desire to throw off the restraints demanded of the profession and indulge in the luxury of new associates, new scenery, new experiences.

At the suggestion of many teachers, especially those of the Massachusetts State Federation, I have arranged for a special party leaving Boston on Saturday, June 25, reaching Seattle Monday, July 4. No better conditions can be provided than the railroads have arranged for this excursion.

The rate for this excursion includes all expenses, except meals en route. I have also arranged for an excursion to Alaska at an exceptionally light expense. Any inquiries addressed to me, 14 Ashburton Place, care of Massachusetts Teachers Federation, will receive prompt attention. The more questions asked the better I'll be pleased.

George Emerson.

Banking as Educational

[From Personal Letter.]

Dear Dr. Winship: —

I find that in the banking field there is more work of an educative nature than most educators have dreamed of. For example, I find large classes enrolling hundreds of young men studying banking. The classes have been organized by the American Institute of Banking. Again, I find that bankers are educators in the broader sense of the term. Bankers are insisting that farmers as well as factory owners shall keep a set of books which will enable them to tell how much they have made or lost during the preceding year and what is their net worth at present. Whenever an individual applies for a loan, he is reminded that he must be businesslike if he is to do business with the bank. Some banks are maintaining a service agency whose business it is to help farmers and others organize their affairs on a businesslike basis, which includes the keeping of accounts. Moreover, I find that banks are devoting themselves to education for thrift, not only in the schools, but among adults.

Will C. Wood,
State Superintendent of Banks.
Sacramento, Calif.

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Answers to What Is Your Professional I. Q.

[Questions are on page 452.]

11. Harvard.
12. Nixon Waterman of Boston.
13. Emily Griffith.
14. Max Mason. From the State University of Wisconsin.
15. Superintendent of Cook County, Illinois.
16. Helping to finance the World Federation of Education Associations.
17. Clara Barton.
18. Frank W. Ballou.
19. G. and C. Merriam Co., Springfield.
20. New York Times.

Meetings To Be Held

APRIL.

26-27-28: Junior and Senior High Schools and Deans of Girls, Framingham.

MAY.

3: Simplified Spelling Board: Godfrey Dewey, Lake Placid, N. Y. New York City.

3-4-5: Junior and senior high school principals of Massachusetts at Framingham Normal School. Note change of date and place. For reservations write Dr. James Chalmers, Principal Framingham Normal School. G. A. Tuttle, secretary.

5-6: American Council on Education, R. M. Hughes, Miami University, Oxford, Ohio; Washington, D. C.

14: New England Modern Language Association: Michael S. Donlan, Dorchester H. S. for Boys, Boston, Mass.; Boston, Mass.

21-28: National Congress of Parents and Teachers: A. C. Watkins, 1201 16th St. N. W. Washington, D. C.; Oakland. California.

JUNE.

20: American Library Association, Carl H. Milam, 86 East Randolph St., Chicago, Ill.; Toronto, Ontario.

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.; Seattle, Washington.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Ilinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

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